

Kuna Jr District #003

Ada County

1450 Boise St, Kuna, ID 83634

Phone: (208) 922-1000 Fax: (208) 922-5646

Dr. Douglas E. Rutan, Superintendent

District Characteristics 2001-02

Fall Enrollment	3,141	Special Education:	
Average Daily Attendance.....	2,970	Special Education Students.....	302
State Ranking Per ADA.....	21	Gifted and Talented Students.....	129
Number of Schools (sites):		Number of LEP Students**.....	58
Elementary.....	3	National School Lunch Program:	
Secondary.....	3	Average Daily Participation.....	1,515
Number of Accredited Schools:		Free and Reduced Meals.....	704
Approved.....	5	Lunch Price - Elementary.....	\$1.50
Approved with Merit.....	0	Lunch Price - Secondary.....	\$1.75
Approved with Warning.....	0	Pupil Transportation Program:	
Not Approved.....	0	Average Daily Ridership 2000-01	1,587
High School Diplomas Regular.....	186	District Owned Operation	
Other Completions*	0		

* Certificates of Completion issued by the district

** Limited English Proficient (LEP)

Superintendent's Highlights

The 2001-2002 school year has been very challenging. The construction of a new high school was a major focus. Doors will open to students in August 2002. In addition we moved the Kuna Junior High to the old high school and changed the configuration to a middle school. A new intermediate 4-5 school will now be housed in the old junior high school. Our former 2-3 grade school will now provide instruction to students in K-5. This shift in school configuration has required nearly all of our staff to move classrooms for the 2002-2003 school year. The move has been extremely efficient and very successful.

The Reading Project Team formulated a five-year strategic plan to address reading instruction in grades K-12. This has been a huge undertaking requiring extensive collaboration at every level of the district. We fully expect to see reading achievement increase significantly as the strategic plan is implemented.

The district has moved forward in preparing for the state standards and accountability initiative. Curriculum alignment with the state standards and assessments was, and will continue to be, a major focus in our district.

Progress Towards Meeting District Goals

2001-02 Goals

Progress

Students and staff will be able to learn and work in an environment that is caring, orderly, purposeful, and conducive to teaching and learning, and where both students and staff are free from threat of physical or emotional harm.

The district staff will be able to demonstrate high expectations for student achievement and their capability to help all students attain mastery of the essential school skills to be successful learners.

School principals are instructional leaders and will be able to model shared instructional leadership that clearly communicates to staff, parents, and students that academic achievement is the first priority of the school culture.

The district staff will be able to clearly articulate and demonstrate to the patrons their accountability and commitment to attaining the instructional goals and standards of the school district.

The district staff will be able to maximize learning time through the implementation of clearly defined routines and procedures, ensuring that all students can focus on essential skills to be successful learners.

The district staff will closely monitor student learning, and use a variety of instructional assessments to ensure that all students attain the academic standards of the district.

The district staff will clearly communicate to patrons our commitment to student achievement and will seek to actively involve all school patrons in this endeavor.

The district implemented a community wide Effective Schools Survey to assess patron perception concerning our school environments. The survey indicated strong patron agreement that Kuna Schools are safe, caring, orderly, and purposeful.

The district has made significant advances toward aligning curriculum in all subject areas with the state standards, benchmarks, and assessments.

The Kuna principals, in collaboration with teachers, have been actively involved in planning, organizing, and conducting district-wide staff development. All principals were members of the district-wide Reading Project Team. Project members developed a five year strategic plan for K-12 reading instruction. The principals have designed a new rubric-based evaluation to measure their instructional leadership.

The Strategic Plan for Reading Instruction developed this year clearly focuses on reporting academic achievement to parents. Achievement goals will be communicated quarterly in a variety of formats, not just report cards. This model for reporting achievement can and will be replicated in all core academic areas.

Extensive work has been completed at both the elementary and secondary levels in regard to scheduling instruction to maximize learning time. Elementary grades are moving to uninterrupted instructional blocks for reading. The secondary schools have restructured their schedules to focus on meeting individual needs of all students.

Teachers and administrators have been highly engaged in curriculum alignment that will lead to the development of new assessments to support and strengthen the state assessment program. This work will be extensive in the next school year.

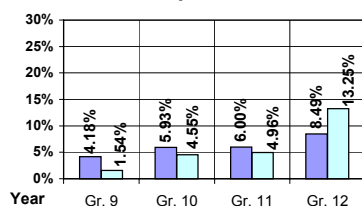
The district has implemented a strong communication program to keep patrons informed. The Superintendent routinely emails an all-staff bulletin to keep staff up to date on decisions, issues, and initiatives that effect all stakeholders. In addition, a Key Communicators Program has been implemented to keep community leaders fully informed about the issues that come before the school district. Each school in the district has a consistent process to keep patrons informed.

Student Profiles

Ethnicity

Race	Male	Female	Total
White	48.35%	45.98%	94.33%
Black	0.29%	0.06%	0.35%
Hispanic	2.39%	2.42%	4.81%
Nat. Amer.	0.10%	0.03%	0.13%
Asian	0.25%	0.13%	0.38%
Total	51.38%	48.62%	100.00%

Dropouts



Year	Gr. 9	Gr. 10	Gr. 11	Gr. 12
00-01	10	16	15	18
01-02	4	10	13	31

Financial Information 2001-02

	M & O Fund	%	All Funds	%
Revenues:				
Local Taxes	\$1,736,108	12.57%	\$3,653,988	20.70%
Other Sources	156,170	1.13%	938,379	5.32%
State	11,919,882	86.30%	12,268,738	69.51%
Federal	0	0.00%	788,527	4.47%
Total	\$13,812,160	100.00%	\$17,649,632	100.00%

Supplemental Information

Property Tax Replacement.....	\$445,183
Lottery Revenues.....	\$93,564
Technology Grant.....	\$113,736

Expenditures:	Total	%	ADA	Rank
M & O Instruction	\$8,667,219	65.38%		
M & O Support Services	4,551,674	34.34%		
M & O Other	36,619	0.28%		
Total M & O	\$13,255,512	100.00%	\$4,463	113
Total All Funds	\$28,383,804	100.00%	\$9,557	37

Tax Levies 9-1-2001

	Total	Per ADA	Rank
Property Market Values	\$526,766,492	\$177,362	84
Total General M & O Levies	0.002470632		97
Total District Levies	0.006802205		30

Staff Data 2001-02

District Personnel:

	FTE	ADA To FTE
Elementary Teachers	80.90	20
Secondary Teachers	76.50	17
Administrators	13.90	214
Other Certified Staff	11.60	256
Total Certified Staff	182.90	16
Total Non-Certified Staff	95.20	31

Teachers Salaries:

	Rank
Beginning Salary on Schedule	\$24,724
Highest Salary on Schedule	\$49,761
Average Elementary Teacher's Salary	\$36,138 75
Average Secondary Teacher's Salary	\$37,729 57
Superintendent's Salary	\$97,876 10

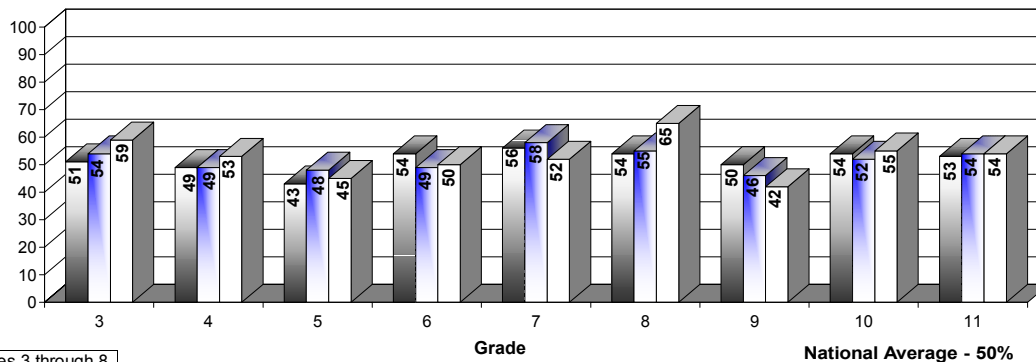
Note: Rank represents how this district compares to the other 113 public school districts in the State of Idaho; high to low (1 being the highest).



Testing Information 2001-02

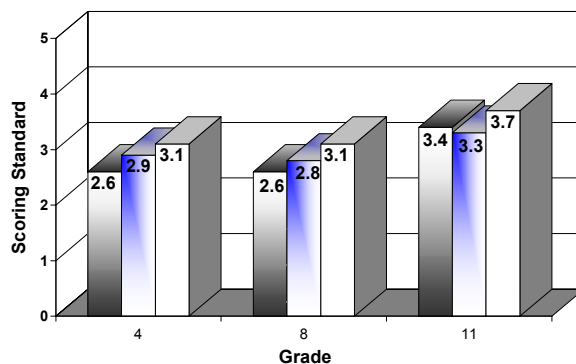
Standard Testing Results ITBS and TAP

■ 1999-00 School Year ■ 2000-01 School Year □ 2001-02 School Year



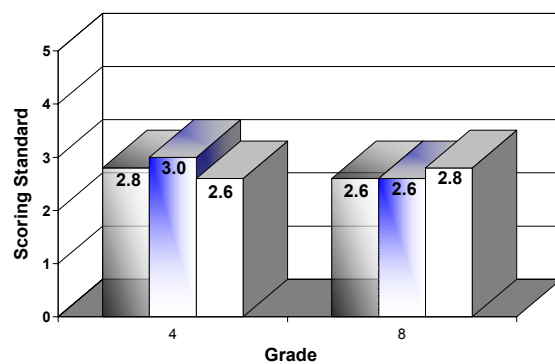
ITBS - Grades 3 through 8
TAP - Grades 9 through 11

Direct Writing Assessment



■ 1999-00 School Year ■ 2000-01 School Year □ 2001-02 School Year

Direct Math Assessment



Scoring Standard: 5 = Advanced, 4 = Proficient, 3 = Satisfactory, 2 = Developing, 1 = Minimal